

HOW TO.....

Communication Arts

Performance Event

Grades 3-5

by

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HOW TO.....

Purpose: This writing activity assesses a student's ability to write an informative essay. The student must write a descriptive paragraph about "how to" do a simple task.

Show-Me Standards Addressed:

Knowledge: CA4, CA1

Performance: 2.1, 3.3

Grade Level Range: 3-5

Subject Area: Communication Arts

Time Needed for Event: one 30-minute class period

Materials Needed: Performance Event Packet, pencil

Instructions for Administration: Present students with the Performance Event Packet containing the Student Prompt, Student Response Sheets, and Scoring Guide. Make sure students understand what they are to do. Go over the scoring guide so students know what a quality product involves.

Pre-Assessment Instructions: Students will need to have prior knowledge of directional words, prepositions, sequencing, and writing mechanics.

HOW TO...

Student Prompt

Imagine that you are an inventor. An inventor must give clear directions to ensure that his/her invention can be used by another person. Write a paragraph giving clear, step-by-step instructions on how to do one of the following things:

- | | |
|------------------|---------------------------------|
| dial a telephone | sharpen a pencil |
| make a sandwich | use a key to unlock a door |
| kick a football | throw a baseball |
| brush your teeth | make a bed |
| catch a fly ball | feed a pet |
| tie a shoelace | set-up and turn on a computer |
| clean your room | locate a word in the dictionary |
| | organize your desk |

Remember to use correct spelling, grammar, punctuation and capitalization in your paragraph.

[illegible]

[illegible]

[illegible]

How To_____ Scoring Guide

4: Outstanding:

The paragraph:

- * clearly explains how to complete an activity.
- * progresses in a logical order.
- * uses precise and vivid language.
- * contains sentences that are clear and varied in structure.
- * contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3: Proficient

The paragraph:

- * explains how to complete an activity.
- * generally progresses in a logical order.
- * uses precise language.
- * contains sentences that are clear and show variety in structure.
- * may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader

2: Emergent

The paragraph:

- * attempts to explain how to complete an activity but may be difficult to understand or be incomplete
- * may not progress in a logical order.
- * uses general and/or inconsistent language.
- * contains sentences that are generally clear but may lack variety and complexity.
- * contains errors in grammar/usage, punctuation, capitalization, and/or spelling which may be distracting to the reader.

1: Attempted

The paragraph:

- * does not explain how to complete an activity or is incomprehensible
- * does not progress in a logical order
- * uses imprecise and immature language.
- * contains sentences that lack variety and clarity.
- * contains many errors in grammar/usage, punctuation, capitalization, and/or spelling which are distracting to the reader.

0: Off Task or No Attempt